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ABSTRACT

Under a Title I grant of the Higher Education Act of 1965, Stark Technical College initiated a community task force for expanding minority opportunities in technical education. The task force, composed of community leaders and college representatives, became operational during the 1976-77 academic year. The need for this program was seen in the high unemployment situation of the area's black population. The task force met in workshop sessions focusing on the problem areas that have interfered with access to career opportunities that would be available to the black minority upon completion of associate degree programs in technical education. Specific areas of concern included financial aid, career guidance, developmental education, cooperative education, relationship of business and industry to the technical college, and the impact of technical education. Recommendations for financial aids, recruitment, community education, role models for success, and placement are outlined. An evaluation survey instrument relating to task force objectives is included. (MB)

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ED165830

MINORITIES IN TECHNICAL EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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JC 790 102

A REPORT OF THE COMMUNITY TASK FORCE FOR EXPANDING MINORITY OPPORTUNITIES IN TECHNICAL EDUCATION

The Community Task Force for Expanding Minority Opportunities in Technical Education is a project funded by the Ohio Board of Regents under Title I, Higher Education Act of 1965, as amended, and Stark Technical College, Canton, Ohio.

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STARK TECHNICAL COLLEGE IS COMMITTED TO EQUAL OPPORTUNITY FOR ALL AND DOES NOT DISCRIMINATE ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEX, AGE, OR HANDICAP.

COMMUNITY TASK FORCE

FOR

EXPANDING MINORITY OPPORTUNITIES

IN TECHNICAL EDUCATION:

A ONE YEAR ASSESSMENT

STARK TECHNICAL COLLEGE
6200 Frank Avenue, N.W.
Canton, Ohio 44720

June, 1977

Stark Technical College

September 28, 1977

Ms. Kathy Stafford
Title I Coordinator
Ohio Board of Regents
30 East Broad Street
36th Floor
Columbus, Ohio 43215

Dear Ms. Stafford:

The Community Task Force for Expanding Minority Opportunities in Technical Education submits its findings and recommendations for Phase I of the Title I project. It is our belief that we have conscientiously pursued our charge as outlined in the Grant Agreement of Title I, Higher Education Act of 1965 Project Number 76-998-014.

During the month of May, 1976, we set out to recruit and develop the Community Task Force to serve on the project for the 1976-1977 academic year. In making the necessary contacts, we were met with an enthusiastic response. The mutual concern on the part of the members of the Task Force and Stark Technical College has been the overwhelming ingredient that has accounted for the success of the project to date.

In order to meet our objectives we used a variety of activities: orientation, workshop, tours, and evaluation. Our primary tool for developing recommendations was through our evaluation sessions.

The Task Force report should be viewed as the first phase of the two year study effort. We see this report as an end to a beginning rather than a finished product. In view of the recommendations developed during Phase I, we are now committed to pursuing our task for another year with specialization in the following areas: recruitment, financial aid, developmental education services and the delivery of technical education opportunities.

PHONE (216) 494-6170
6200 FRANK AVENUE, N.W., CANTON, OHIO 44720

Individually and collectively, we hope that our efforts will serve as a catalyst for lifting the sights of the minority groups of Stark County toward the opportunities available in technical education.

Respectfully submitted,

James Ladson
Director

dmm

Stark Technical College

September 28, 1977

Ms. Kathy Stafford
Title I Coordinator
Ohio Board of Regents
30 East Broad Street
36th Floor
Columbus, Ohio 43215

Dear Ms. Stafford,

More and more institutions are identifying and finding ways to tap and develop talent in the community, even though talented people may lack the conventional credentials.

With funds provided by the Ohio Board of Regents under a grant through Title I of the Higher Education Act of 1965, Stark Technical College recruited and developed a community Task Force to foster community support in STC's effort to expand minority opportunities in technical education.

An in-depth analysis of technical education was presented to the Task Force by various resource speakers and staff members, using a variety of delivery systems combined with numerous work shop and media techniques.

A major objective of the Task Force is to promote an expanded role for the technical education opportunities available to increasing numbers of minority students.

The Task Force sessions highlighted available financial aid, supportive educational services and increased accessibility to Stark Technical College to make this concept more attractive to minority youth. It may well be, however, that in addition to broad support programs it will be necessary for the Phase II project to mount some closely targeted efforts to achieve success.

PHONE (216) 494-6170
6200 FRANK AVENUE, N.W., CANTON, OHIO 44720 / TWO YEAR COURSES LEADING TO ASSOCIATE DEGREES IN BUSINESS, ENGINEERING, HEALTH, AND PUBLIC SERVICE TECHNOLOGIES

We may have to press to involve minority youngsters in programs that will lead to careers as technicians.

One encouraging aspect the Task Force observed was the need for minority students to gain an early exposure to the real value of technical education as it is related to the world of work.

In looking ahead to the future, the College's commitment to the minority population of Stark County will visibly increase as the college begins to implement programs developed and recommended by the Task Force. The college will, as a spin-off of Title I recommendations, begin to tap community and national resources to ensure equal educational opportunity in technical areas.

Sincerely yours,

Leon H. Albert

Leon H. Albert
Director of Continuing Education
Institutional Representative, Title I

LHA/dmm

Stark Technical College

September 29, 1977

Ms. Kathy Stafford
Title I Coordinator
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43215

Dear Ms. Stafford:

Stark Technical College is pleased to submit the final report on the first phase of the Title I project entitled "Community Task Force for Expanding Minority Opportunities in Technical Education." The report summarizes the activities and lists the recommendations of the Task Force to increase the participation of minority groups in the Stark County area in two-year technical education programs.

The Title I project has substantially augmented the College's commitment to the policy and practice of equal educational and employment opportunities, without regard to race, creed, color, sex, handicap, or national origin. The project has also underlined the intrinsic value of the policies pursued by Stark Technical College in providing low cost education and open door admissions which lead to economic and social opportunities for all citizens.

While the first phase of the Title I project has made important contributions, it represents only the first steps toward our goal. If the recommendations are to be effective and serve their purpose, they must be implemented. That will require a cooperative effort, involving a great many individuals, groups, and constituents of the College. It will also require a sustained emphasis on the careful management of our limited resources. Within this constraint, Stark Technical College will review the Task Force recommendations and strive to make the increased and successful participation of minorities in our technical education programs of study a true reality.

Respectfully submitted,

Fred A. Yenny

FRED A. YENNY
President

n
encls.

PHONE (216) 494-6170
6200 FRANK AVENUE, N.W., CANTON, OHIO 44720 / TWO YEAR COURSES LEADING TO ASSOCIATE DEGREES IN BUSINESS & ENGINEERING TECHNOLOGY

F O R E W A R D

The following Title I Task Force report - Community Task Force for Expanding Minority Opportunities in Technical Education: A One Year Assessment - is dedicated to community leaders in Stark County as well as the faculty and staff of Stark Technical College who participated in this project. Community leaders were exposed to technical education and its potential role in increasing minority participation in the life of Stark Technical College.

James Ladson, Title I Project Director (left), and Leon Albert, Title I Institutional Coordinator, review efforts to launch the Community Task Force for Expanding Minority Opportunities in Technical Education.

The following have generously given of their time and attention in successfully initiating and pursuing this vital community project.

TITLE I TASK FORCE MEMBERS

Mr. Leon H. Albert
Institutional Coordinator
Stark Technical College

Mr. Ronald E. Armitage
Director of Student Services
Stark Technical College

Mrs. Betty J. Austin
Employment Service Bureau - Canton

Reverend Charles E. Bazen
Stark County Community
Action Program Agency

Ms. Patricia A. Byrd
Canton Urban League, Inc.

Mr. Richard J. Caster
Supervisor, Career Developmental Program
Canton City Schools

Ms. Barbara Clarke
Massillon Urban League

Mr. William D. Clarke
Hilscher - Clarke Electric Company

Mr. Walter F. Coleman, Jr.
Advocates of Black Community Development, Inc.

Mr. Ted Dent
Stark County Ministerial Alliance

Mr. Robert Dubose
Southeast Community Organization

Ms. Doris Gosnell
Director of Nursing for Staff Development
Aultman Hospital - Canton

Mr. Robert M. Hallier
Director of Business Affairs
Stark Technical College

Mrs. Jo Ann Howard
Canton Urban League, Inc.

Ms. Pat Hudson
Massillon Urban League

Mr. Bernard P. Jenkins, P.E.
B. P. Jenkins, Inc.

Mr. Robert G. Johns
Educational Coordinator
United Steelworkers of America

Mr. George Koutras
Director of Pupil Personnel
Canton City Schools

Mr. Ralph A. Kraus
Director Area Manpower

Mr. James Ladson
Project Director
The Timken Company

Mr. Lonzo Lewis
Employment Administrator
Perkins Diesel

Reverend Melvin D. Leidig
First Mennonite Church

Mr. Kent L. McMahon
Coordinator, CETA Youth Manpower

Ms. Norma Snipes Marcere
Educational Psychologist

Mr. Chester Mazer
Developmental Education Coordinator
Stark Technical College

Mr. Dan Motley
Director, EEOC
The Hoover Company

Mr. Anthony Moore
Victory Economic Development Corp.

Mr. Arthur Moyer
Liaison Representative
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Ms. Norma J. Oeffinger
Guidance Counseling
Canton South High School

Mr. Stephen Pressley, Jr
Canton Urban League, Inc.

Mr. Wilfred Reynolds
Executive Director Massillon Urban League

Mr. Stanley H. Richards
Coordinator of Allied Medical Technology
Stark Technical College

Mr. Daniel F. Sciury
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United Way of Central Stark County

Ms. Shirley Sekeres
F. E. P. C.
City Hall

Ms. Joyce Zachary
President, Black Women's Leadership Caucus

Reverend Joseph Sinclair
Friendship Baptist Church

Mr. Joseph N. Smith
Executive Director
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Mr. John Spera
Instructor, Stark Technical College

Mr. Alan Steffen
Coordinator for Development and Alumni Relations
Stark Technical College

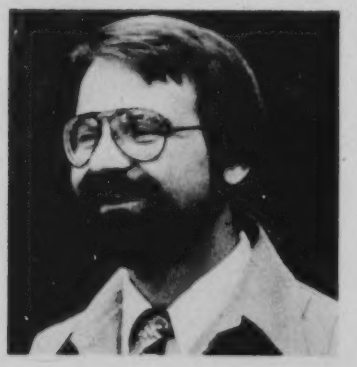
Ms. Senia Stick
Coordinator of Admissions
Stark Technical College

Mr. Howard H. Wingert
Coordinator, Fire Science Technology
Stark Technical College

Title I Project Staff

James Ladson, Project Director

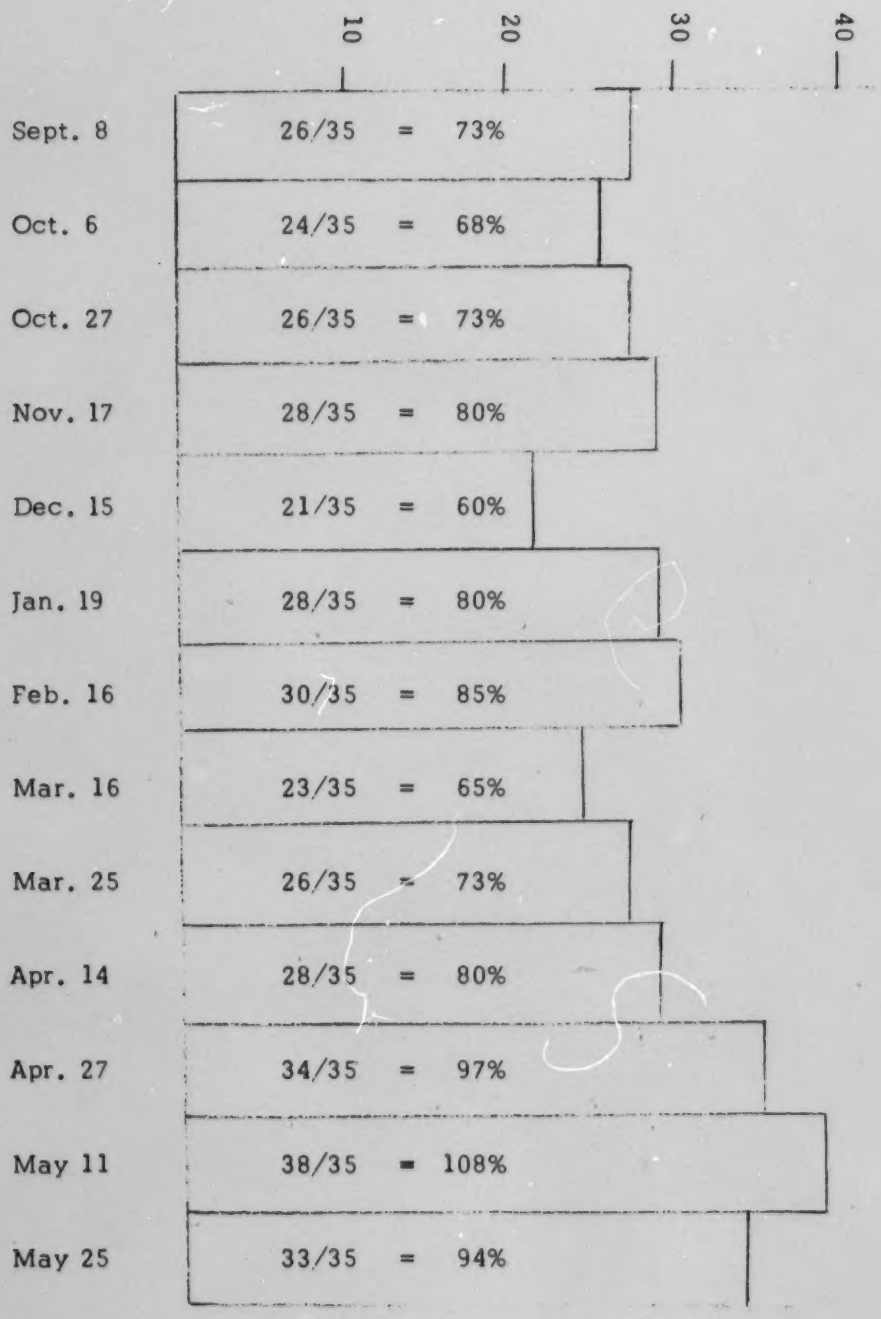
Leon Albert, Institutional Coordinator



Arthur Moyer, Administrative Assistant

Alan Steffen, Coordinator for Development and Alumni Relations

ATTENDANCE



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I

THE COMMUNITY

AND ITS

UNEMPLOYMENT PROBLEM

A COMMUNITY AND ITS UNEMPLOYMENT PROBLEM

The Problem

Under a Title I grant of the Higher Education Act of 1965, Stark Technical College initiated a "Community Task Force for Expanding Minority Opportunities in Technical Education." The Task Force, composed of community leaders and college representatives, became operational during the 1976-77 academic year.

In the fall of 1975 the Canton metropolitan area suffered an unemployment rate of 8.4 percent; the minority unemployment figure was 23.4 percent (or nearly three times the overall rate). Although the severity of the recession has lessened nationally, Canton is in a worse situation today than it was a year-and-a-half ago. Out of the 16,860 unemployed persons in Stark County,[1] 5,715 live in Canton, This represents an unacceptable unemployment rate of 11 percent for the city. As Canton Mayor Stanley A. Cmich noted recently, "The city's 11 percent unemployment rate no longer is just a recession and no longer is the diagnosis for Band-Aid treatment, but surgery is necessary." The economic condition of the county is further reflected in the cost of welfare programs, which have skyrocketed 28 percent between 1975 and 1976. Welfare costs rose $9.2 million over the 1975 level of $32.4 million.

In an effort to reduce the severity of this unemployment situation for blacks who are traditionally hard hit by economic downturns,[2] Stark Technical College cooperatively joined with community leaders to devise a strategy to reduce the extreme seriousness of this problem. Task Force representatives participated in a

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[1]This unemployment rate was published in the May 9, 1977 edition of The Canton Repository.

[2]Minority unemployment has been aggravated in recent years by the diminishing numbers of unskilled and semi-skilled jobs. Technical education provides a viable solution to this problem. As Walter J. Brooking has pointed out, "Unemployment resulting from job elimination and shortages of skilled manpower in technical fields could be alleviated if more people were prepared to be and were employed as technicians." See Walter J. Brooking, "Technical Education," The Encyclopedia of Education (9), edited by Lee C. Deighton, 1971, pp. 94-103.

series of workshops during the 1976-77 academic year. These sessions focused on the problem areas that have interfered with access to career opportunities available to the black minority upon completion of associate degree programs in technical education. The purposes of this report are to (1) outline and assess the series of workshops sponsored for the benefit of Task Force representatives and (2) to enumerate these solutions suggested to reduce the severity of the problem for blacks.

Toward a Solution

Stark Technical College considers increased minority participation in technically-oriented, associate degree programs as one possible approach to pursue in alleviating the seriousness of the community's unemployment problem. The effectiveness of technical education among the black minority of Stark County has been hindered by an information barrier, invisible though it is. Technical education in Stark County has too often been associated with vocational education, which it clearly is not.

Technical education's stereotyped association with vocational education can historically be traced to the educational endeavors of Booker T. Washington. Washington attempted to promote vocational education among blacks as the highest equitable participation by blacks in upward social mobility and the opportunity structure of the economy. W.E.B. DuBois's effort to counteract Washington's stereotype of limited black achievement rejected the acceptance of vocational career programs as the highest level of black achievement in American society. Blacks' hesitancy to accept technical education because of its apparent closeness to vocational education has prevented blacks from utilizing technical education in their efforts to participate equitably in upward social mobility.

Edmund J. Gleazer, Jr., President of the American Association of Community and Junior Colleges, articulated clearly this problem:

> The problem of racial or social distance between faculty and students may be particularly acute in the vocational-technical fields. Here the problem is compounded because of what seems to be an aversion of minority personnel in general toward vocational-technical education. Some studies show that the vocational-technical faculty to be conservative in values and outlook and inclined to expect minority groups to conform to those values. Resistance to vocational programs may be reinforced by difficulties in identifying with faculty in these fields. As is well known, the negative attitude toward vocational programs is not unique to minority youth in the United States, but up to this time they seem to be particularly resistant. Pressures to place them in vocational-technical programs start in high school years, as they see it.[3]

The purpose of technical education is to prepare skilled technicians for the world of work. The technician serves as the liason between the semi-skilled and skilled worker and the professional. "A technician serves as the knowledgeable worker who can be the professional's assistant and delegate, can do the routine testing and technical-information gathering; and can perform specialized services under professional direction."[4]

Technical education programs are generally limited to a two-year associate degree program in a junior college, a community college, or a technical institute. "Technical education programs have an occupational orientation and are intended to augment the manipulative skills of an individual planning to enter the world of work. Technical education is training for those occupations which are oriented toward engineering, manufacturing, and industry. ...technical education has broadened its scope to include not only the fields of engineering, manufacturing, and research but also business, the health industry, agriculture, and the distributive occupations."[5]

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[3]Edmund J. Gleazer, Jr., Project Focus: A Forecast Study of Community Colleges (New York: McGraw-Hill Book Company, 1973), p. 24.

[4]Walter J. Brooking, "Technical Education," The Encyclopedia of Education (9), The Macmillan Company and the Free Press, 1971, p. 95.

[5]Joseph T. Nerden, "Postsecondary Technical Training,"The Encyclopedia of Education (9), The Macmillan Company and the Free Press, 1971, p. 507.

The U. S. Department of Labor's Occupational Outlook Handbook, 1976-77, clearly identifies the growing importance of technically oriented career opportunities for the decades ahead. "... employment in ... technical jobs, (for example,) will grow faster than in all other occupational groups."[6] The Department of Labor further predicts that "because many occupations are becoming increasingly complex and technical, specific occupational training such as that obtained through apprenticeship, junior and community colleges, and post-high school vocational education courses is becoming more and more important to young people preparing for successful careers."[7]

A disproportionate number of blacks have occupied the unskilled and semi-skilled occupational categories as well as the unemployment lines. The technological revolution, however, has led to a continuing decline in the number of unskilled jobs. A traditionally large percentage of the black minority population has been excluded from upward social mobility; they have lacked the higher skill and education needed to qualify for entry into the opportunity structure of the economy.

The black student is barred from the opportunity structure much as the lower-class child (irrespective of ethnic origin) is. If James Colemans' analysis of the late '60s is accepted concerning this issue, the crucial social variable is family income, not racial origin per se. The Citizens' Task Force on Higher Education's Final Report, issued on May 1, 1974, to the General Assembly and the Ohio Board of Regents, underscores the same variable. "The larger and more important issue now is to promote participation by all citizens, particulary students from low-income families."[8] This is based on the Task Force's observation that "economic status is

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[6] U. S. Department of Labor, Occupational Outlook Handbook, 1976-77 Edition, p. 18.

[7] Ibid., p. 19.

[8] Citizens' Task Force on Higher Education - State of Ohio, Final Report issued to the General Assembly and the Board of Regents, May 1, 1974, p. 6.

a major determinant of college attendance. All evidence suggests that more students from higher-income families attend college than do students from lower-income families. There is a clear correlation between familiy income and college attendance (italics added)."[9]

A student's self-concept, shaped by the early home environment and values and attitudes associated with family income level, is crucial to a student's academic success. "The low educational aspiration resulting from a long history of meager opportunity for economic progress magnifies the problem of establishing a success pattern for the children."[10] Research conducted in this area indicates that "the lower-class child usually lacks successful models to imitate. His home does little to foster interest in reading and speaking. His curiosity is seldom stimulated or channeled into exploratory or discovery activities."[11] In a study funded by the W. K. Kellogg Foundation, AACJC President Edmund J. Gleazer concluded that "... people need to have some visual proof of what their opportunities can be. Black ... students look for members of their race to identify with in the professions or in positions of responsibility in the community."[12]

The ability of the school to promote successful learning strategies for the lower-income student is to a great extent limited by the scope of parental support and encouragement. Research indicates that:

> What the school may be able to accomplish is likely to be limited by the cultural level and ambition of the families whose children attend the school. Parents of culturally deprivedchildren share the responsi-

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[9] Citizens' Task Force on Higher Education - State of Ohio, Final Report issued to the General Assembly and the Board of Regents, May 1, 1974, p. 7.

[10] Lester D. Crow, Walter I. Murray, Hugh H. Smythe, Educating the Culturally Disadvantaged Child (New York: David McKay Company, Inc., 1967), p. 18.

[11] Ibid., p. 24.

[12] Edmund J. Gleazer, Jr., Project Focus, p. 23.

> bility for the success or failure of their children in school. Parental education should go hand in hand with the education of the children if the school is to make the kind of progress that it should in raising the educational sights of citizens from deprived areas of large urban districts.[13] ... School personnel bear the greater responsibility for initiating good relations between the school and the home, but the parents, too, must become interested, co-operative citizens. Attitudes are improved and understanding is increased as a result of informed interaction among all concerned--children, parents, and school personnel.[14]

Burton L. White, based on his inquiry as both Project Director and Principal Investigator for the Pre-School Project of Harvard University's Graduate School of Education, provides a potentially successful and cost-effective solution to this long term problem. White concluded in The First Three Years of Life that

> One of the most comforting and exciting findings of our research has been the notion that at least for the first three years of a child's life most families have adequate resources to rear him well. We have seen families from all levels of society, with many kinds of cultural backgrounds, doing every bit as good a job as the most generously endowed families... We have concluded that you do not need much in the way of formal education to be an effective and outstanding child-rearer. Some of our most impressive, child-rearers have had no more than a high-school education. You certainly do not need a high family income.[15]

The long range community solution to minority student success must involve educating parents in effective child-rearing techniques, especially in the very early stages of a child's development. For minority post-secondary students and minority adults who become aware of the employment possibilities available through the attainment of an associate degree in a technical area, intensive counseling techniques must be developed and implemented to insure student success. The Citizen's Task Force's findings are relevant to this issue. "The average student from a low-income family, regardless of race, must be vigorously recruited and dedicatedly

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[13] Educating the Culturally Disadvantaged Child, p. 150.

[14] Ibid., p. 155.

[15] Burton L. White, The First Three Years of Life (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1975), p. 265.

counseled. ...(Such students) require remedial education and/or other special supportive services."[16] In addition, (those) "students who are socially and educationally disadvantaged need special academic counseling and tutorial assistance upon admission and throughout college."[17]

Simply to recruit more minority students who may characteristically come from a low-income background is no solution to the serious unemployment problem that faces the black minority in the Canton area. Two areas need to be approached.

The larger issue that must be faced deals with parental attitudes and values; without a change in this area, no long term solution can be successful. The community must accept its responsibility in this area before a viable solution can be effectively implemented. Working with community agencies and other organizations in the community, Stark Technical College can contribute to reducing the unemployment rate for minorities through its programs which are in demand on the job market. Stark Technical College, however, cannot resolve the problem singlehandedly. The role that the College can play is only one piece in the social mosaic.

The effectiveness of increased recruitment through the development of an informal communications/community network will be voided if the College does not develop a program which promotes a healthy minority self-concept that reinforces success. The challenge can only be met in the future; the time will not be short nor the path to success easy. The efficacy of Stark Technical College's commitment will be measured by the extent to which the institution serves as a vehicle which promotes upward social mobility for the disadvantaged residents of the community.

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[16] Citizens' Task Force, p. 9.

[17] Ibid., p. 10.

II

A PROGRAM

FOR

ACTION

A PROGRAM FOR ACTION

The Title I Task Force program originated when several faculty and staff members at Stark Technical College expressed their concern over the possibility of increasing minority participation in the expanding career opportunities open to the associate degree graduate of the two-year technical college. They decided that a specific plan of action must be devised which would improve the educational delivery and communications system of Stark Technical College as an integral part of the community. Mr. Leon H. Albert, Coordinator of the Evening College and Continuing Education, and Mr. Arthur Moyer, Instructor of Communicative Skills and Humanities, were both deeply concerned with the untapped use of human potential which existed in the black community of Stark County. Stark Technical College could, they felt, turn this existing community liability into an asset by increasing minority participation in the technical programs offered at Stark Technical College. Their concern was given added impetus when Ms. Margarita Kintz, Coordinator for Development and Alumni Relations, cited specific federal programs that provide the necessary resources to solve a community problem of this nature and magnitude.

Leon Albert and Margarita Kintz developed a program proposal under Title I of the Higher Education Act of 1965. Community leaders offered their input into the project through the contact efforts of Mr. Albert. These community leaders represented a broad cross-section of the Canton community; labor, business,industry, education, government services, social service agencies, and the clergy; all endorsed the aims and objectives of the project and its problem solving goal. The purpose endorsed by these community leaders was "to increase the awareness of minority groups in the Canton area concerning the employment opportunities available through technical education in order to improve minority employability and potential economic status."

Mr. Albert engaged in discussion with various community leaders to select a project director. Mr. James Ladson, a system analyst for the Timken Company, was selected. Mr. Ladson, knowledgeable about the racial and economic barriers encountered by blacks as a result of his community involvement efforts with minority youth, was able to provide the project with a strong sense of vision as well as successful managerial skills. An administrative assistant also joined the project staff of Mr. Ladson and Mr. Albert. Art Moyer, a faculty member in Stark Tech's Department of Humanities, was chosen; Mr. Moyer's background in urban youth work made him an invaluable member of the project team.

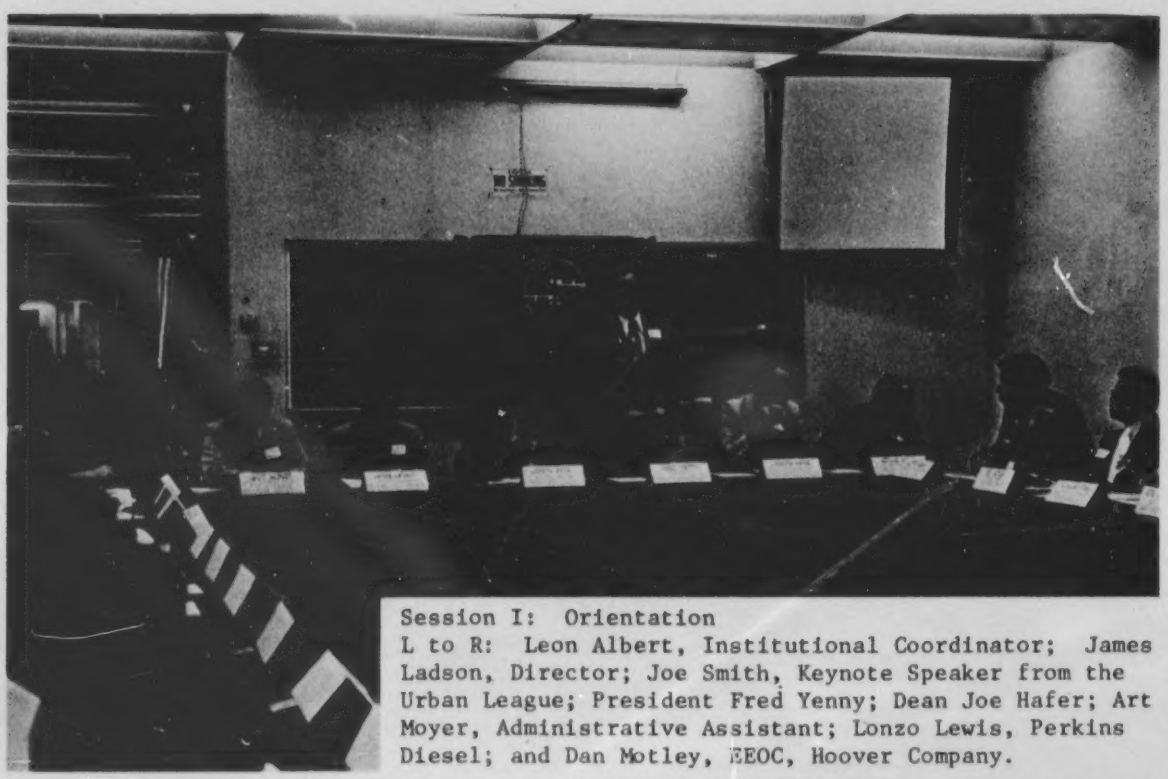
A steering committee, composed of James Ladson, Leon Albert, Art Moyer, and Margarita Kintz, identified four objectives which the Task Force should address itself to in order to realize the project's goal. These were:

* Develop community guidelines to increase the participation of minorities in technical and paraprofessional occupations;
* Educate community decision makers, especially minority leaders, concerning opportunities in technical education;
* Improve the community's career guidance delivery system to assist minorities;
* Strengthen community efforts to motivate minorities toward securing entrance in technical education programs.

Task Force members were recruited to serve on this project for the 1976-77 academic year. James Ladson, Art Moyer, and Leon Albert made the necessary contacts; they encountered an enthusiastic response. Community leaders, well-informed on the minority youth problem in the area, were much in evidence in the Task Force's composition.

Session I
Orientation and Overview

Thirty-five task force members met at Stark Technical College on September 8, 1976, to participate in the first of a series of workshop sessions to learn about technical education and the role that Stark Technical College could play in moving minority people into the mainstream of American life. Mr. Fred A. Yenny, President of Stark Technical College, opened the first session by noting the College's Board of Trustees' full endorsement for the successful operation and attainment of the Task Force's mission.



Session I: Orientation
L to R: Leon Albert, Institutional Coordinator; James Ladson, Director; Joe Smith, Keynote Speaker from the Urban League; President Fred Yenny; Dean Joe Hafer; Art Moyer, Administrative Assistant; Lonzo Lewis, Perkins Diesel; and Dan Motley, EEOC, Hoover Company.

Mr. James Ladson, the Title I project director, commended the College for having the social vision to "open up" its career oriented programs to all interested students and adults.

The Dean of Instruction, Joseph Hafer, presented some of his thoughts on the "Background of the Technical Education Concept." Dean Hafer clearly differentiated technical education as the "training of one's mind" and vocational education as "training of the hands."

Mr. Joseph Smith, executive director of the Canton Urban League, was the keynote speaker at the first session. Mr. Smith noted that this session was an historic moment in his fourteen year career with the League. Never before had any organization in Stark County undertaken such a project without the institution being first involved in a human crisis. The problems to be dealt with by the Task Force were, according to Mr. Smith, not only local but national in scope. He challenged task force participants to "get down to business" and do more than simply meet and discuss. The task force combination of community decision makers and college representatives provided a unique opportunity to make a significant contribution to improving the social and economic status of blacks.

One task force participant observed that "an institution must do more than provide knowledge or cognitive education for a student. A significant factor to be considered is cultural differences. Adjustments and new approaches may be necessary to provide this student with the kind of psychological support to insure his success." Mr. Albert closed the first session by saying that "we are particularly fortunate in having available to us a Task Force which represents such a cross section (of the community) from various business, industrial, education and service areas. We know you are concerned and, together, our mission and responsibility is to bring facts that encourage a great number of minority students from Stark County area to seek opportunities in technical education."

Session II
Career Opportunities in Technical Education

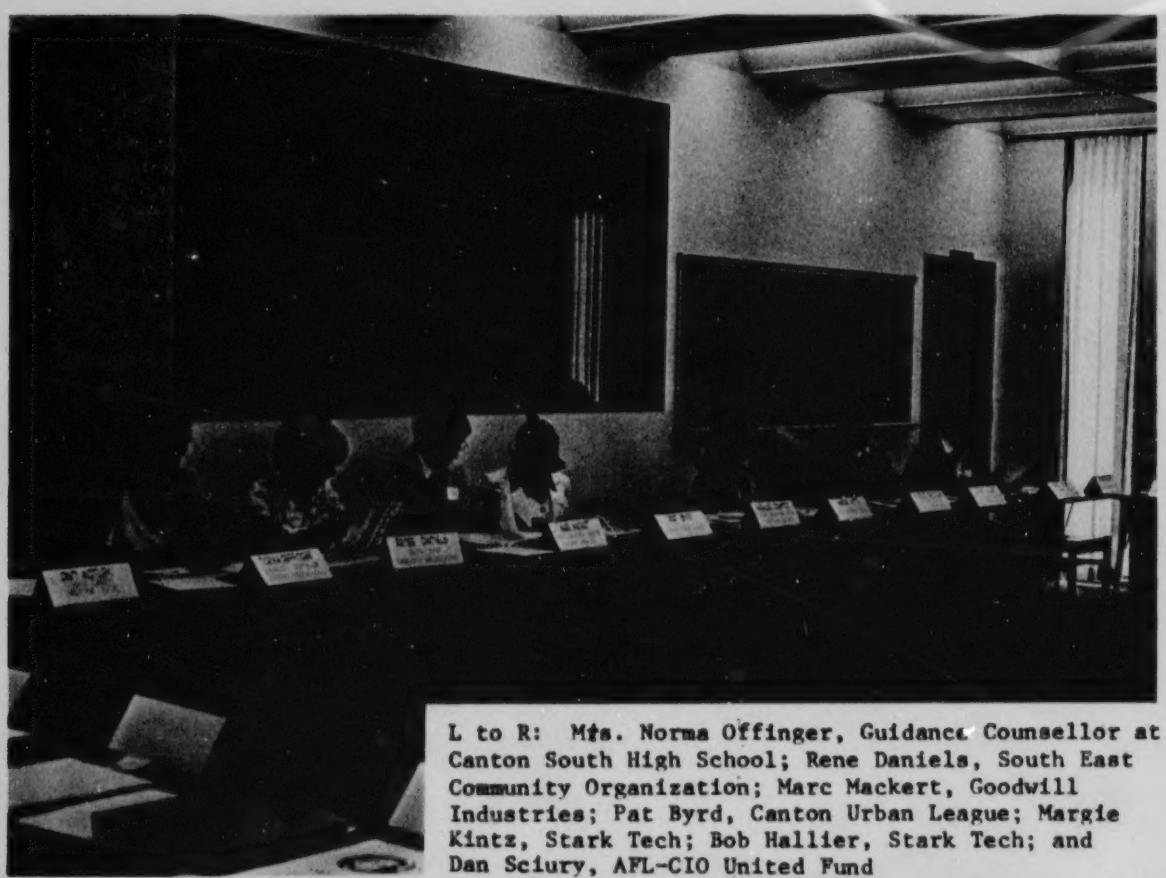
Session II, held October 6, was devoted to an examination of the technicians role in today's world of work. The Task Force was addressed by a four-member panel composed of:

* Mr. Gene DeChellis, Director of Personnel
  The Hoover Company

* Mr. Kent McMahon, Coordinator
  CETA Youth Manpower

* Mr. Ralph Kraus, Director
  Stark-Wayne Manpower Consortium

* Mr. Ronald Armitage, Director
  Student Services - Stark Technical College



L to R: Mrs. Norma Offinger, Guidance Counsellor at Canton South High School; Rene Daniels, South East Community Organization; Marc Mackert, Goodwill Industries; Pat Byrd, Canton Urban League; Margie Kintz, Stark Tech; Bob Hallier, Stark Tech; and Dan Sciury, AFL-CIO United Fund

Employment Opportunities as a Technician

Mr. DeChellis noted in his presentation, "Employment Opportunities as a Technician," that the technical education gap which once existed in Ohio's system of higher education was filled when the state's system of technical colleges and institutes was mandated. Statistics indicate that 80 percent of today's jobs do not require a baccalaureate degree. Technically oriented careers, however, are doubling in today's economy.

Technical education, observed Mr. DeChellis, has developed and encouraged positive attitudes toward work among students. According to a research study conducted by Mr. DeChellis in local business, industry, and health care, there is an urgent need in each of these areas for the technician prepared by the two-year technical college.

Community Career Guidance Systems to Assist Minorities

Messrs. Kraus and McMahon explained the youth area of the CETA programs. In this area good work habits and particular skills are stressed. Although Mr. McMahon emphasized that "College is possible; Stark Technical College is possible," adequate knowledge about the admission and financial aid processes must be disseminated to area students. He further stressed the importance of all community agencies working together as a unit due to the complexity of problems.

Opportunities for Minorities in Technical Education

Mr. Armitage indicated that "youth should be raised with the concept that he can get and have a college education." From his experience the school guidance counselors cannot do it all; community leaders are very important to students exploring life careers. The placement statistics of Stark graduates indicate that nearly 100 percent placement record exists. Mrs. Marcere, a pre-educational

psychologist and guidance counselor, stated that not enough role models exists to project a positive self image for the minority student with which he can identify.

Recommendations

* Stark Technical College needs to (1) expand its public relations effort to inform guidance counselors and students about TECHNICAL EDUCATION and (2) the career opportunities open to them locally through the two-year associate degree programs of Stark Technical College.

Mr. Leon Albert, Gene DeChellis, James Ladson, Ralph Krauss, Kent McMahon, Ron Armitage, Rene Daniels, and Joe Hafer

Session III
Financial Aids

The third workshop concentrated on the area of financial aid. This session had been specifically requested by Task Force members. In an attempt to clarify some of the problems connected with obtaining funds to attend college, Mrs. Joan Kuraitis, Coordinator of Financial Aid at Stark Technical College, conducted this training session. Mrs. Kuraitis explained the various kinds of financial aid available to prospective students. The Task Force also learned some the the basic information and guidelines about how to fill out financial aid forms.

The Task Force viewed the newest film produced by the Ohio Board of Regents entitled "Paying the Bill."* The entire grants and student loan program was explained. The Task Force was encouraged to use this film in the various agencies and service organizations represented.

Financial Aid Programs at Stark Technical College

There are three types of financial aid programs. The first is grants which do not have to be repaid. Grants are based on financial need. A second option--loans, are also available. A loan is the temporary use of money which must be repaid with interest. A third option is scholarships--gifts of money. This form of aid is usually awarded on the basis of the student's academic talent.

Stark Technical College participates in both federal and state aid programs. The federal programs are the Basic Educational Opportunity Grant (BEOG); College Work Study (CWS), a campus-based program that employs students who demonstrate financial need; and the Supplementary Education Opportunity Grant (SEOG).

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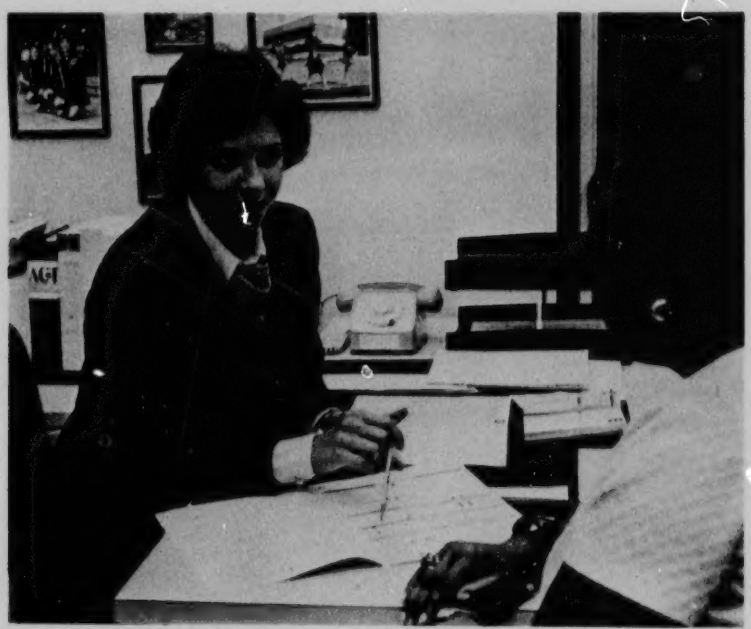
*This film is available free of charge from the Stark County Board of Education, c/o Audio Visual Department in Louisville, Ohio. Phone: 875-1431.

The College also participates in the Ohio Instructional Grant (OIG) program, awarded only to full-time students, and the Ohio Guaranteed Student Loan (OGSL) program which is used as an alternative when a student does not qualify for any of the basic grant programs. Both OIG and OGSL are state programs.



Ms. Joan Kuraitis, Stark Tech Coordinator for Financial Aid, counseling student on financial aid available.

Mrs. Kuraitis encourages students to apply for financial aid. "The best time to apply for any kind of aid is after the first of the year--February or March--to be prepared for the coming school year." Any student wishing to apply for financial aid may contact the Financial Aid Office, which is located in the Student Services Department. The first step is to fill out a Parents' Confidential Statement (PCS) if the applicant is a dependent student, or a Student's Financial Statement (SFS) if the student is financially independent. "These are <u>not</u> applications for money, but rather, financial need analysis statements. Once financial need is determined, the applicant is advised which programs of aid he is eligible to receive," explained Mrs. Kuraitis.

Mrs. Kuraitis gave to each task force participant a copy of each form that one uses in obtaining financial aid: a copy of the Ohio Instructional Grant application, a pamphlet - Meeting College Costs/A guide for parents and students, a copy of the Parents' Confidential Statement, a copy of the application for the Basic Opportunity Grant, a list of Stark Technical College Scholarships and application deadlines. She covered perplexing areas of each form as well as stressing the type of financial aid for each program and particular areas where parents and students are most likely to have problems in filling out these forms. Mrs. Kuraitis also provided the task force with a list of local financial institutions which make aid available to Stark Technical College students.

After the film and the financial aid presentation of Mrs. Kuraitis, the Task Force members asked the following questions:

Q: What is financial need and how is it determined?

A: A financial needs analysis must be done by the American College Testing Service (ACTS) or the College Scholarship Service (CSS). They determine the contribution the student and/or parents can fairly make. Then a college financial aids counsellor uses this information to draw up a student expense budget. The counsellor also uses statistics provided by the Bureau of Labor on student expenses throughout the nation as a guide.

Q: If a student is not sure of which college he is planning to attend, can he still apply for financial aid?

A: Yes. All the student needs to do is note this and he/she is eligible for some form of financial aid and a certificate of eligibility will be sent which can be used wherever the student decides to attend college.

Q: What happens if something changes after filing the forms, such as a change in family income?

A: An appeals procedure is initiated at this point.

Q: Is financial aid based on age or need?

A: Need.

Q: Once a student is awarded some kind of financial aid, will these monies be renewed automatically each year?

A: No. A student must reapply each year.

In concluding the session, Mrs. Kuraitis pointed out that some schools have a limited number of scholarships without stipulations related to need. Mrs. Kuraitis stressed that financial assistance is available and they are awarded to students with the greatest need. The task force agreed that students need to hear the financial aid story from a variety of different sources (i.e., PTAs, counsellors, parents, employers, the media, newspapers, agency programs, etc.).

Recommendations

* The task force recommended that each school or community agency working with students should have one person who has been trained specifically in financial aid counselling.
* Stark Technical College should set up a yearly workshop training session to educate one individual from each participating agency and school in the various types of financial assistance available to the low and middle income student.
* Stark Technical College should issue a monthly newsletter to the various agencies and school to keep them informed of the latest developments, trends, and changes in the financial aid picture.
* A closer working relationship between Stark Technical College and the social service agencies of the community should be investigated to increase the flow of the College's information delivery system.

Session IV
Problem Solving in the Areas of
Financial Career Guidance and Developmental Education

The Task Force met in three small workshop groups for session four. Each group focused on concerns raised by the task force in earlier sessions; namely, (1) career guidance, (2) financial aid, and (3) developmental strategies to insure success. Each group was led by a task force member who had the necessary skill and expertise in each of these vitally important areas.

Each group met separately for approximately one hour and then reported back to the entire task force. A general discussion ensued. Each group was provided with work sheets that considered four factors. These included: (1) symptoms which indicate problems in the system with respect to insuring success, (2) causes of symptoms or problems, (3) needs that must be satisfied,and (4) those primary programs which respond to these needs.

Mr. Richard Caster, Canton City School's Supervisor for Career Development Programs, reported on the Canton City Schools' Career Education Pilot Project. The Ohio Career Development Program is the effort of public education and the community to (1) develop the students' interest in work, (2) promote understanding of available jobs, and (3) provide the student with the opportunity to make informed career decisions. MOTIVATION, ORIENTATION, and EXPLORATION are key concepts in the Ohio Career Development Program; it was designed to motivate students with the desire to work, to understand what knowledge and attributes are necessary for work and hopefully the student will select a career that is both satisfying and meaningful to him and beneficial to society.

Under the Ohio Career Development Program, motivation takes place in grades K through 6. The Career Motivation Program endeavors to develop a respect for the

universality and dignity of work and a desire to participate meaningfully in the world of work. Orientation takes place in grades 7 and 8. Career Orientation is aimed at developing an understanding of the wide range of occupational options available. This stage attempts to unify and focus the school's curriculum around a career.

Exploration takes place in grades 9 and 10. The objective of the Career Exploration Program is to equip the students to make tentative career decisions and select a course of study for grades 11 and 12 that reflects interests and abilities. One extensive program of on-the-job exposure and classroom instruction offers students the opportunity to explore various areas in which they share an interest. The teacher builds on the students' experiences by helping them to explore the occupations related to each student area. As in the Motivation and Orientation stages, representatives from business and industry visit the classroom to give details about their jobs.

Successful career guidance involves more than simply the school's guidance counsellor. One must begin early in a student's school career and expose the student to a variety of information sources (i.e., parents, social organizations, the church, school, etc.).

Bridging the gap from school to the world of work is one of the basic issues. Personnel managers have observed that (1) the student is late for the interview, (2) dresses casually or with little attention to personal appearance, and (3) has a bad attitude about work. The student often loses the battle before completing the interview. The student must learn early to identify with successful role models in the community.

The financial aid session, chaired by psychologist Mrs. Norma Marcere, focused on problems in the system with respect to financial aid. An attempt was made to identify some primary actions which respond to the problems. The general concensus

expressed by this group was that a tremendous amount of difficulty exists in preparing the applications for financial aid. There is a need to solve the problem with the stigma that is occasionally attached to the student receiving financial aid. The group suggested that socially interested groups should be solicited to underwrite college application costs. Participants also agreed that more should be done to tell the financial aid story in agencies such as the urban leagues, churches, metropolitan housing authorities, Advocates of Black Community Development, neighborhood opportunity centers, Human Development Councils, etc.

Ms. Norma Oeffinger, Guidance Counselor at Canton South High School, addressed the issude of developmental aids to insure student success in the third of the small discussion groups. Discussed were failures and problems encountered by students; it was clear that academic and personal support are necessary for these students to be academically and socially successful in the college environment.

Participants agreed that the peer group approach should be investigated. This approach would utilize successful graduates who work in the community with students who are attending Stark Tech and having difficulty in adjusting to the academic environment. Such an approach, once implemented, would be an on going problem-solving and support effort for Stark Tech students.

Mr. Chet Mazey, Director of Developmental Education at Stark Tech, explained how programs in study skills and tutoring are presently being utilized at the College. All agreed that motivation, self image and knowing successful models was absolutely necessary. Students must be able to "see SUCCESS."

Recommendations

* Stark Technical College should concern itself with the cognitive and affective development of the minority student. Emphasis needs to be placed in the cognitive areas of basic skills development; under the affective domain successful role models which project a positive self-image need to be promoted.

* Career guidance must begin at least as early as the junior high school level in Stark Tech's recruitment efforts. Career guidance needs to involve parents, the church, schools, and non-traditional areas of career information dissemination.

* Peers need to be used to positively influence newly enrolled students at Stark Technical College. Implementation of a peer group approach should focus on a "winners" concept of a positive self-image.

Task force members informally converse before beginning a workshop session.

Session V
Community Education

Consultant Dr. George Kliminski, Director of the Center for Community Education, Department of Educational Administration at Kent State University, was the resource person for session five. Since task force participants had by this session been sufficiently oreinted with regard to the institutional mission and associate degree programs of Stark Technical College, they could now begin to look at how various agencies in a community interact.

Dr. Kliminski began his presentation by saying that "there is a distinction between schooling and education." Schooling is usually associated with formal classroom instruction for a fixed number of years. In today's world, however, learning is becoming a life long process as a result of the knowledge explosion which doubles knowledge approximately every ten years. The knowledge explosion has generated a need to return to school for additional coursework just to keep up with the latest developments in one's field. Dr. Kliminski also called attention to the fact that only half of the adults in the United States have a high school education and only 25 percent can read above the eighth grade level.

Community education focuses on adult activities in academic, recreational, vocational, social and avocational areas. The programs are just as important as the process for determining these programs. Community education, pointed out Dr. Kliminski, advocates adult participation in not only identifying needed programs but also in helping with the design of appropriate education activities. One major barrier experienced by many people is the bureaucratic maze and mounds of red tape encountered by those desiring to initiate new community programs. Such barriers have discouraged interested people from trying. As Dr. Kliminski pointed out, the time has come to teach participatory skills so that people will have the opportunity to plan programs that directly affect their lives.

James Ladson and Leon Albert, coordinator of Stark Tech's Evening college program.

Title I Workshop At Stark Tech Sept. 8

An effort is underway at Stark Technical College to increase the awareness of minority groups — women included — in the Canton area concerning the employment opportunities available through technical education.

With this goal in mind, the college's Title I Special Task Force, comprised of outstanding community leaders, will hold the first Title I Workshop Wednesday, September 8 at the college, 6200 Frank Ave. NW, Jackson Township.

"Expanding minority opportunities in technical education will be the theme of the workshop," said James Ladson, program director. He said that Joseph Smith, executive director of the Canton Urban League, will deliver the keynote address at the workshop seminar.

The Ohio Board of Regents approved the award of the Title I Grant to Stark Tech for a project to be carried out under the Higher Education Act of 1965.

On January 16, 1976, the board of regents approved the distribution of the 1976 funds. Sixty-five proposals were in the competition for a share of the $363,000 available for distribution by the Ohio Board of Regents.

Stark Tech was the only college in Ohio to receive a grant under Title I funds.

Dr. George Kliminski
Center for Community Education
Kent State University

Institutional communications is also a major objective of community education. Dr. Kliminski subscribed to the view that almost all problems are related to communications. He cited several examples from research to support his position. One study showed recipients who were served by over 36 agencies, none of which were aware of each others functions and services to these people. Dr. Kliminski reminded the Task Force that the complexity of problems encountered in todays society cannot be solved by any one agency; rather, it will take the creative cooperation of inter-agency work and cooperation to effectively resolve pressing personal and social problems. Dr. Kliminski further noted that communities have developed certain communication patterns just as any agency develops its own particular style of communication. The communities of Jacksonville (Fla.), Independence (Mo.), and Flint (Mi.) have each created a community council to engage in community planning and to evaluate the performance of the various agencies within the community.

The Task Force clearly grasped the philosophy and spirit of community education--the need for coordination and planning of a community's resources--including human and material. In short, community education is more than a series of programs; it is a spirit and attitude toward recreating the sense of community often lost in the complexity and enormous structural size of the nation's urban areas.

Recommendations

* A viable communications network needs to be established which coordinates the resources and personnel of various community agencies and institutions.
* Social service agencies as well as educational institutions need to develop a system of accountability to insure cost-effective programs that result in programs that actually benefit the community.

Session VI
Role of Technical College

The Ohio Organization of Technical Colleges produced and released a film, "Which Way Tomorrow." The film was reviewed and discussed by the Task Force. Mr. Ronald Armitage, Director of Student Services at Stark Technical College, led this session. The film viewed Ohio's technical colleges and explained the various courses of study offered. The concept of technical education as well as its role to business and industry were discussed in the film by administrators and instructors at the technical colleges.

In discussing the film the task force were again informed of the expanding market for technicians in the future. Graduates of a technical college, for example, are obtaining jobs which enable them to continue for their baccalaureate degree at some point in time. Many times the employer is willing to underwrite the cost of advanced education related to their job. In fact, some students suspicious of today's job market are obtaining degrees in technical education to provide employment opportunities as they pursue their baccalaurate degree. Technical education, furthermore, provides the student with fast entry into the job market at a low tuition rate.

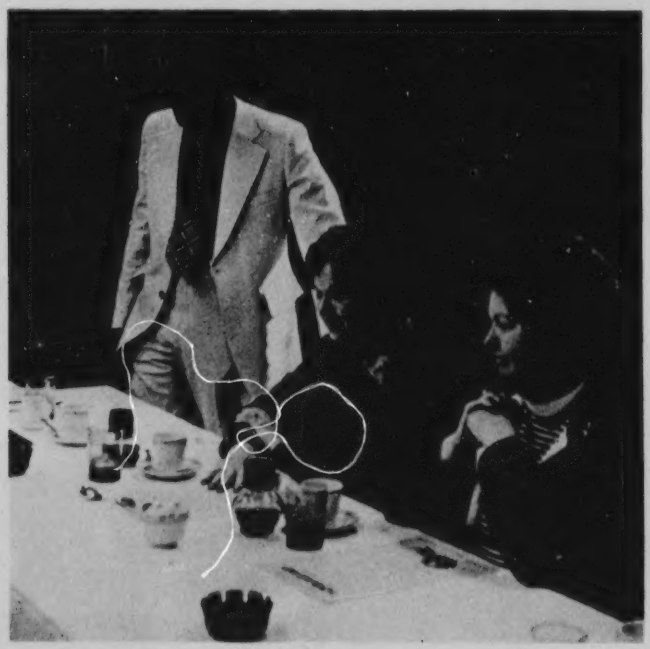
The task force agreed that in order for technical education to be fully effective, a special educational environment and an administration and faculty devoted to practical education or a "hands on" approach must be an integral part of the institution's instructional program. Laboratory equipment must be available and accessible to successfully implement technical education. Technical education further requires the college's faculty and administration to have a close working relationship with business and industry in the local community.

Recommendations

* Various churches, professional organizations, governmental units, and educational institutions (secondary) need to be made aware of this film for program use.

Session VII
Tour of Learning Resource Center

Session seven was devoted to a tour of the Learning Resource Center, a cooperative venture between Stark Technical College and Kent State University - Stark Branch. This session was designed to familiarize Task Force members with the various educational learning systems and multi-media resources used by Stark Tech students and faculty.



Project Director Jim Ladson with Learning Resource Center media specialist Karen Harbourt and LRC director Jane Keckler.

The Learning Resource Center has within its holdings rare books along with highly specialized journals on technical and scientific data. There is also a special collection of children's books and government documents. The resources of the Learning Resource Center are available to the community.

The Task Force was given a tour of the facility in small groups. A question and answer session followed with Ms. Karen Harbourt, Media Specialist, and Mrs. Jane Keckler, Director of the Learning Resource Center. Task Force members found the tour to be intellectually stimulating; they were surprised to learn about the vast array of modern developmental services and other resources available to the Stark Tech student.

Media specialist Karen Harbourt explains special equipment to Task Force members as they tour Learning Resource Center.

Recommendations

* The community should be encouraged to utilize the facilities of the LRC.
* Community agencies should make use of the media facilities when designing Audio-Visual presentations for in-house use.

Session VIII
Cooperative Education

During the eighth workshop session of the Title I Task Force Mr. William Hammen, Division Chairperson of the Engineering Technologies at Stark Technical College, gave a slide presentation to explain the concept of cooperative education.

Mr. Hammen, since August 1976, has chaired a Cooperative Education Task Force at the college. The Coop Task Force was charged with investigating the possible implementation of cooperative education.

As Mr. Hammen pointed out to the Task Force, cooperative education provides work stations in business and industry for students who have completed their first year of college. Such work experiences would not otherwise be available to the student. Cooperative education improves the student's placement in a position directly related to his technology at the college as well as providing business with a better trained employee. Studies indicate, for example, that the coop experience greatly reduces the turnover rate, thus reducing the cost of recruiting to the employer.

Although Stark Technical College would not implement cooperative education simply for the benefit of minority students, workshop participants agreed that this learning strategy would be an excellent recruiting tool, especially for minority students. It was also suggested that a currently underemployed individual with good work habits could benefit from cooperative education as a way of improving one's job skills.

The Title I Task Force went on record as unanimously endorsing Stark Technical College's study which was undertaken to determine the feasibility of implementing cooperative education at Stark Tech in conjunction with area business and industry.

Mr. William Hammen, Division Chairperson for the Engineering Technologies at Stark Technical College, explains the purpose and function of cooperative education to Task Force participants at the eighth training session.

Recommendations

* Stark Tech should survey the underemployment of those locally employed in business and industry to determine their needs and how the cooperative education learning strategy could assist area employers in improving the job skills of those who have the potential to improve their contribution to not only themselves but also to the employer.

* Stark Tech should make every effort to implement cooperative education; this would serve as an excellent recruiting tool for minorities as well as improving their potential employment outlook upon graduation.

Session IX
Evaluation Survey

On March 25th a breakfast session of the Task Force was scheduled to evaluate the first eight training sessions in light of the project's objectives. Work sheets were provided with a brief description of each previous session along with a list of the project's objectives. Three round table discussions were conducted simultaneously to stimulate interaction among task force members. A spokesperson for each discussion group presented their evaluation to the entire Task Force.

The Task Force agreed that each session had been relevant to the initial goal of the project in terms of educating community leaders about the nature of technical education and the potential to improve the quality of life for the black minority of Stark County. As Mr. Dan Motley, Director of E.E.O.C. at the Hoover Company commented:

> It is my feeling that the sessions have prepared the group and the individual to deal more effectively with existing community problems as they relate to the pursuit of education.

He continued by saying that,

> the Title I Task Force can and will fill the void that for many years has existed within the community. The eight sessions have equipped each of us to effectively evaluate our future efforts as they relate to meeting the state objectives. Being well informed is greater assurance for a higher degree of success. No matter how you cut it, success is the name of the game.

Recommendations

* Sponsor a "College for a Day" at Stark Technical College for interested students--They could sit in on special classes, meet instructors, tour facilities, and discuss the various technology options.

* Develop a slide presentation on Stark Technical College using currently enrolled students. The slide program could then be made available to high schools for presentation. It was further suggested that Stark Tech representatives should be present to answer questions.
* The Task Force should do a study concerning the way in which each of the community agencies communicate within their agency as well as between and among agencies. Emphasis should focus on how communication patterns function and how they should function.
* Identify the skills and services of each agency that is participating in the task force; prepare for dissemination.

SURVEY INSTRUMENT

TITLE I TASK FORCE SURVEY

In review of our grant, the objectives of this task force were to be as follows:

1. To develop community guidelines so as to increase the participation of minorities in technical or paraprofessional occupations.

2. To educate community decision makers, especially minority leaders, concerning opportunities in technical education.

3. To improve the community's career guidance systems to assist minorities.

4. To strengthen community efforts to motivate minorities toward securing entrance in technical education programs.

These were our goals or objectives. Hopefully the eight sessions we have conducted met the stated goals. Following is a list of session titles and the resources used. Please indicate which objectives you think apply to each session and in a sentence or two state why you believe this.

Workshop Session	Title	Resources	
1	"Orientation"	. Introduction to the College and Welcome to the Task Force	- Fred A. Yenny President of STC
		. Background of the Technical Education concept	- Joseph L. Hafer Dean of Instruction
		. Explanation of Title I Grant	- James Ladson, Director Title I Project
		. Keynote Message	- Joseph Smith Executive Director Canton Urban League, Inc.

I think session one related to which of the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

Why: _____

_____

_____

_____

Workshop Session	Title	Resources
2	"Career Opportunities in Technical Education"	. Employment Opportunities as a technician - Gene DeChellis, Director of Personnel, The Hoover Company . Community Career Guidance Systems to Assist Minorities - Ralph Kraus, Director of Stark-Wayne Manpower Consortium and Kent McMahon, Coordinator CETA youth manpower . Opportunities of Minorities in Technical Education - Ronald Armitage, Director of Student Services

Regarding session 2, I think it was relevant to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

Please indicate why briefly _____

_____

_____

_____

Workshop Session	Title	Resources
3	"Financial Aids"	. Basic Educational Opportunity Grant . Ohio Instructional Grant . Supplemental Educational Opportunity Grant College Work Studies Program . National Direct Student Loan . Ohio Guaranteed Student Loan - Mrs. Joan Kuraitis, Coordinator Financial Aid, Stark Technical College . Film "Paying the Bill" - The Ohio Board of Regents

Regarding Session 3, I think it related to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

for these reasons: _____

_____

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Workshop Session	Title	Resources
4	"Developmental Strategies to Insure Success"	. Norma Oeffinger, Guidance Counselor Canton South High School
	"Career Guidance"	. Richard Caster, Supervisor Career Guidance, Canton City Schools
	"Financial Aids"	. Norma Marcere, Psychologist

During this session our work was conducted in small groups. Each group discussed (1) Symptoms which indicate problems in the system with respect to insuring success (2) Causes of symptoms/problems (3) Needs to be satisfied (4) Identify the primary programs which respond to needs/causes. After this the task force reassembled to hear group reports and have a general discussion.

Regarding session 4, I believe it was related to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

My reasons are _____

_____

_____

_____

Workshop Session	Title	Resources
5	"Combining Community Resources"	. Dr. George Kliminski, Director Center for Community Education Department of Educational Administration Kent State University

This session focused on the philosophy and programs of communicy education. His lecture and discussion centered around community needs, how institutions communicate, client services and use of facilities, activities for adults and school age youth, and delivery and coordination of community services.

Regarding session 5, I thought it was related to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

Why: _____

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Workshop Session	Title	Resources
6	Film "Which Way Tomorrow"	. Produced by the Ohio Organization of Technical Colleges . Comments by Ronald Armitage, Director of Student Services and general discussion among Task Force members

This film explained the role of technical education and its relationship to local industry and business. It also gave a prospective about the types of jobs the paraprofessional seeks.

Regarding this session, I think it related to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

For this reason: _____

_____

_____

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Workshop Session	Title	Resources
7	Tour of the KSU/STC Learning Resource Center	. Mrs. Jane E. Keckler, Director of the Learning Resource Center and Staff

After a tour of the Learning Resource Center, the Task Force met for lunch at Imperial House to discuss this experience with personnel from the Learning Resource Center.

Regarding Session 7, I felt it related to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

For this reason: _____

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Workshop Session	Title	Resources
8	Cooperative Education in the Two Year Technical College	. Mr. William Hammen, Chairperson Divisional Head, Mechanical Engineering Technologies, Member of Special Committee on Cooperative Education

Cooperative Education as an educational plan which incorporated a productive work experience as an integral part of the student curriculum.

Problems cooperative education can keep ameliorated.

The advantages of combining classes and significant work experience - what a successful coop program in a two year college setting may accomplish.

Regarding session 8, I felt it related to the following objectives:

1 _____ 2 _____ 3 _____ 4 _____

For this reason: _____

_____

_____

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_____

Session X
Relationship of Industry and Business to the Technical College

Mr. Dell Vaughn, Placement Director at Sinclair Community College (Dayton, Ohio) was the guest speaker at the tenth workshop session.

Mr. Dell Vaughn, Director of Placement, Sinclair Community College, Dayton, Ohio

Mr. Vaughn indicated that 23 percent of Sinclair Community College's 13,500 students are minority students. He pointed out that the low minority percentage* at Stark Tech was a major handicap in the College's effort to increase minority awareness and participation in career programs offered through technical education. Mr. Vaughn saw a need for minority faculty members and administrators to provide a visible indication that SUCCESS in the opportunity structure of the economy begins at the educational institution.

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*Stark Tech's student body had a 6 percent minority representation in the Fall Quarter, 1976. This compares with Stark County's minority rate of 5.65 percent.

From his vantage point as a placement director, it was clear that employers are committed to recruiting qualified minority candidates, especially skilled technicians. Employers are genuinely concerned about increasing opportunities to minority candidates in conjunction with Affirmative Action Programs.

Mr. Dell Vaughn, Leon Albert, Ron Armitage, Bob Hallier, Pat Byrd, Mel Leidig, Stan Richards Dan Motley, Norma Oeffinger

Minority students, both blacks and women, need more models to identify with on the faculty and staff. Mr. Vaughn indicated that an institution's commitment in this area must come from the institution's top management team. One way to insure that minority students follow through and graduate is through career goal motivation, a process which should begin in kindergarten, according to Mr. Vaughn. The state of Ohio, it should be noted, is beginning to implement such a program to make this guidance system a reality.

Mr. Vaughn emphasized that minority students (blacks as well as women) need to be made aware of career opportunities open to graduates of two-year, technical colleges.

Recommendations

* Develop a slide presentation which portrays the successful minority technician on the job as part of a successful role model strategy.
* Increase minority representation on Stark Tech's faculty and administrative staff in an effort to promote success models for minority students.

Session XI
Developmental Education

Task Force representatives were oriented to the developmental education services at Stark Technical College. At the eleventh session Stark Tech's Director of Developmental Education, Chet Mazer, explained the current scope of this vital service as well as the future direction of this support effort to promote student academic success. Developmental education is a vitally important part of a student retention strategy. Currently 8 to 20 percent more black students drop out than whites. Developmental education along with adequate financial aid will promote improved retention.

The purpose of the developmental education program at Stark Technical College is to help students increase their efficiency and effectiveness in reading and study skills. Students work at improving detail and cognitive comprehension.

Mr. Mazer intends to develop an intensive summer program for students who would then spend two-and-one-half hours per day in math and two-and-one-half hours per day with reading and verbal skills. Preliminary research indicates that this approach would greatly increase the likelihood of student success when compared with the traditional method whereby developmental education is a supplement to the regular course load of the student.

As Edmund Gleazer has pointed out, "High on the priority lists of community colleges must be improved services for the increasing number of minority group students. Students from the ethnic minorities represent an increasing percentage of the community college student body. They come with unique needs and, in many cases, built-in frustrations with the educational system. Unless the college is prepared to offer services to meet their needs, their frustrations will be multiplied rather than reduced."*

---

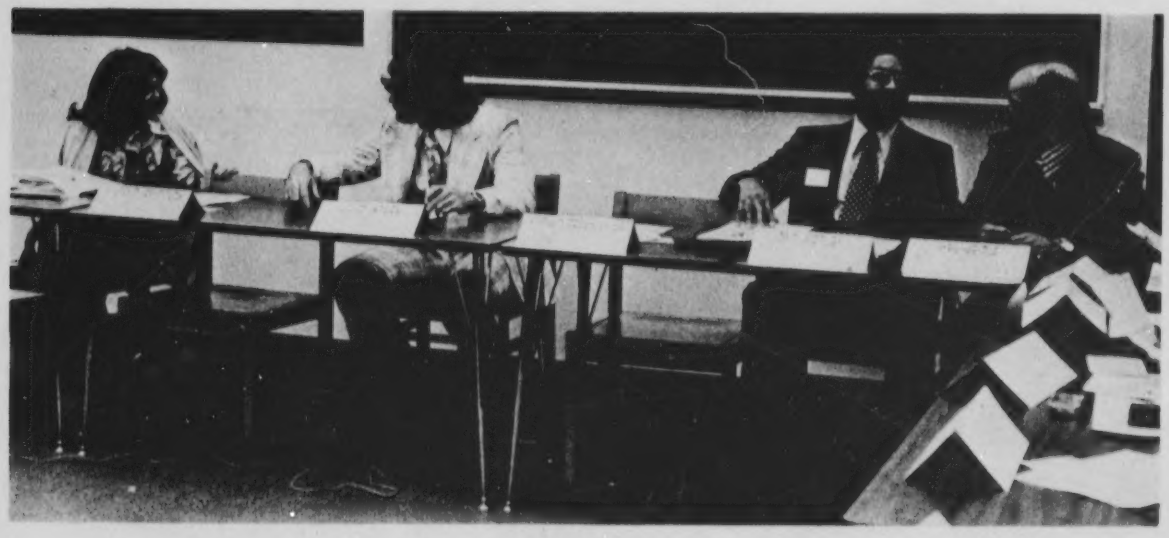
*Gleazer, Project Focus, p. 37.

Session XII
Joint Meeting with President's Advisory Committee

The twelfth session of the Task Force was a joint meeting with the President's Advisory Committee. The purpose of this session was to up date the committee as to the history and progress of the Task Force work. Dean Joseph Hafer began by making some introductory remarks. Then, Mr. Ladson gave a brief report on how the Title I project originated, its purpose, and shared selected highlights of the past eleven training sessions. Following his report, several task force members gave their testimony as to the value of the project. Mr. Dan Motley, Director of EEOC at the Hoover Company, commented that these sessions have been extremely informative, particularly with regard to understanding financial aids and the importance of the Cooperative Education programs. Ms. Norma Oeffinger, Guidance Counselor at Canton South High School, remarked that she saw the first year of the Title I program as an "end to a beginning." She went on to say that we are trying a new approach by combining community leaders from Business, Industry, Education, and Social Service sector to study and solve these social problems. Ms. Oeffinger went on to stress how essential communication of new information has been in dealing with these community problems.

At this point, lunch was served. The meeting concluded with a question and answer format. Mr. Stan Kuceyeski gave a report on behalf of student services regarding job placement. Mr. James Kaiser, Chairman of the President's Committee, concluded the meeting by stating that this had been a meaningful session and expressed a desire to cooperate with the Title I project in any way it can.

Members of the Title I Task Force discuss and review barriers that have traditionally hindered minority access to the employment benefits of technical education.



Session XIII
Impact of Technical Education

The thirteenth session of the Title I Task Force was held May 25, 1977, at Stark Technical College. Mr. James L. Felder, Director of Personnel at Voorhees College, Denmark, South Carolina, was the guest speaker.

Mr. Felder is one of the most outstanding minority leaders in South Carolina. He was the first black to hold the office of Assistant Solicitor in South Carolina in addition to serving as a member of South Carolina's House of Representatives from 1970 until 1972.

Mr. Felder discussed the technical education system in South Carolina with Task Force participants. He noted that the increasing specialization in professions had created a strong market for a battery of technical specialists; it is the function of technical education institutes to provide training for these career positions.

Mr. Leon Albert, Title I Institutional Representative, Mr. James Ladson, Program Director for Title I, guest speaker, James L. Felder, Director of Personnel at Voorhees College, Denmark, S.C., Mr. Joseph N. Smith, Executive Director of the Canton Urban League, and Mr. Wm. L. Hunter, Director of Human Relations at Pottorf Educational Center at the May 25 workshop session. Mr. Felder has lectured extensively on the development of technical education in South Carolina.

Technical institutes provide students with marketable skills. South Carolina implemented its system of technical education to attract new industries to the South. The state of South Carolina analyzes the manpower needs of the market; programs are then developed to provide business and industry with qualified and trained employees. A close working relationship is maintained between local chambers of commerce and South Carolina's technical colleges; this facilitates rapid responses to the demands of the job market.

Mr. Felder indicated that an institution's image is vital to increasing minority participation in technical education. If minority participation is low, it is, according to Mr. Felder, due to a lack of symbols, images, and examples. Black community leaders must be utilized. In order to disseminate information about career opportunities available via technical education, such non-traditional sources as mail persons and insurance sales persons can be utilized; they are well-informed and respected in the community.

South Carolina makes every effort to provide courses and programs for which there are job slots in the community. Ninety-eight percent of all technical graduates have positions waiting in their field upon graduation. The technical education system of South Carolina has its own central office which is independent of the state's system of higher education. This permits research efforts to determine the requirements of the job market. If changes in programs need to be made, this can be accomplished speedily and effectively in response to the market.

A crucial factor in recruiting is high school counseling. Students need black engineers and black teachers and instructors to relate to and identify with in order to retain students once they are recruited and enroll.

Recommendations

"Creating an 'image' for an institution is a management function and responsibility, because only management has ultimate control over the factors that contribute to the institution's image. Insofar as public relations is a part of management or administration, it also is involved in creating the image of the institution. In any case, public relations is responsible for reflecting that image to the public."

* Stark Technical College should expand its public relations effort in the community. The College needs to educate the community about the difference between technical education and vocational education. Specific possibilities to improve the image of Stark Tech include:
  * Develop a videotape or slide presentation on Stark Tech;
  * Promote an image which removes the cultural bias attached to the associate degree;
  * Investigate the possibility of television spots to inform viewers about the nature and scope of technical education;
  * Develop informal information delivery network to provide grass-roots information about technical education and Stark Tech's role in the community.

III

FINAL EVALUATION SESSIONS,

RECOMMENDATIONS,

LETTERS OF ENDORSEMENT,

A LOOK AT THE FUTURE

FINAL EVALUATION SESSIONS AND RECOMMENDATIONS

In concluding the first phase of the Title I Project, the Task Force participants met in three small groups to make their recommendations. They considered how the College and the community can most effectively improve minority access to the career opportunities open through technical education. As a result of training sessions throughout the past year, the Task Force was able to make the following recommendations:

Final Evaluation Session:
Leon Albert, Anthony Moore, Art Moyer

Financial Aid

1. Stark Technical College should annually hold a day-long work shop on financial aid for community agencies such as the urban leagues.
2. Community agencies and organizations should have at least one staff member knowledgeable about the financial aid application process and able to assist anyone needing help.
3. Stark Tech should make parents, high school counselors, and the industrial sector aware of all types of financial assistance available, including scholarship aid.
4. In order to increase the scope of information dissemination about the availability of financial aid, the ministry should be involved in the development of an informal information delivery system. Church youth groups seeking a presentation from a financial aid counselor should be provided with this assistance either from Stark Technical College or one of the participating community agencies.
5. Stark Technical College needs to develop a community awareness campaign about financial aid to promote equal access to its programs.
6. Stark Technical College should act as a financial aid coordinator and clearinghouse for the community.
7. Selected personnel from the Stark County Information Referral Service should be trained in financial aid counseling.
8. Stark Technical College should send out a monthly, bimonthly, or quarterly newsletter to financial aids counselors in various county/community agencies that provide essential human services to their clientele.
9. Stark Tech's financial aid counselor should travel to various agencies periodically to answer specific questions which the staff and clientele of the agency have.

10. Provide and disseminate a list of everyone in the community skilled in financial aid counseling.
11. Issue news releases for deadlines of financial aid applications (e.g. OIG, BEOG, SEOG, etc.) as well as any other applicable methods of information dissemination.
12. Disseminate financial aid information to high school students in spring of their junior year and/or fall of their senior year; make them aware of the educational opportunities beyond the high school level. Contribute to the dissolution of the financial aid barrier for any student interested in technical education.
13. Involve more scholarship sponsors in technical education promotion.

A final evaluation session involved discussion among John Spera, Dan Motley, Mel Leidig, and George Kutris.

Recruitment

14. Involve unions and business/industry in recruitment of the nontraditional student, whether in degree programs, job-skills improvement programs, or continuing education courses.

15. Implement a pilot summer recruitment program for high school students. (see attached appendix)

16. Directly involve Stark Tech's Department of Student Services in working out new recruitment programs for the traditional college age minority student as well as the nontraditional, adult minority learner.

17. Stark Tech needs to improve its public relations efforts which promotes an understanding of technical education. Hard data on employment opportunities open through technical education should be a part of an aggressive public relations policy.

18. Educate the community about the function of Stark Technical College and its role as part of the higher education system in Stark County.

19. Develop a recruitment program which begins with the grade school level and addresses itself to the middle school and high school level as well.

20. Recruit the non-traditional student for the evening college, with emphasis on the already employed minority person who can, with additional training, improve the value of his performance.

21. Stark Tech's student services department needs additional staff persons to work with the recruitment and counseling of black students at the College.

22. Request the Canton Repository and/or the Akron Beacon Journal to do some promotional articles on Stark Technical College and the technical education story.

23. Have high school counselors survey 9th to 12th grade students about possible career choices. The survey instrument would be supplied by Stark Technical College. Develop a recruitment policy geared toward students who expressed an interest in technical education and technical careers.

23. Make technical opportunities known to minorities at an early age.
24. Identify students who have the ability to be successful in a college environment.

Community Education

25. Investigate the possibility of underwriting public transportation expenses for the low-income students.
26. Set up satellite courses in off campus locations to prepare students to handle the course load at Stark Tech (e.g., pre-tech math courses, basic skills, etc.).
27. Bring the College to the people; utilize off-campus facilities for courses.
28. Implement cooperative education programs through a cooperative venture between the College and local business/industry.

Role Models for Success

29. Motivate minority students to upgrade their basic skills in order to prepare them to handle the rigorous academic program at the College.
30. The College should hire black faculty and counselors to assist minority students in solving problems which hinder success--social and academic--at the College.
31. An attempt to identify and involve minority students in Stark Tech activities should be made.
32. A slide presentation should be prepared showing the successful minority student and minority graduate.
33. Involve successful minority graduates in programs to promote black success among students and alumni.
34. Establish a black students' club to promote a positive self-concept among black students and others.
35. Encourage guidance counselors at the elementary level to promote general career models as part of career and job awareness.

Placement

36. Implement cooperative education to improve the initial placement of Stark Tech minority students.

37. Develop a program to modify parental and adult attitudes so that self initiative and self improvement are promoted among the area'a youth.

CANTON LOCAL SCHOOL DISTRICT

4336 Cleveland Avenue, South — Canton, Ohio 44707

WILLIAM J. HAYDEN
Local Superintendent
484-2584

DANIEL J. DOWLING
Instruction and Curriculum
484-2584

August 26, 1977

BOARD OF EDUCATION OFFICE
4336 Cleveland Avenue, South
Canton, Ohio 44707
Donna Neisel, Clerk-Treasurer
Telephone 484-2584

CANTON SOUTH HIGH SCHOOL
600 Fairerest Street, S. E.
Canton, Ohio 44707
Howard Jolliff, Principal
Telephone 484-2561

FAIRCREST MEMORIAL
JUNIOR HIGH SCHOOL
616 Fairerest Street, S. W.
Canton, Ohio 44706
Edward Palmer, Principal
Telephone 484-2926

HAROLD R. WALKER
JUNIOR HIGH SCHOOL
8526 Sandy Avenue, S. E.
Canton, Ohio 44707
Edward Walker, Principal
Telephone 484-4841

AMOS McDANNEL
ELEMENTARY SCHOOL
210 Thirty-Eighth Street, S. E.
Canton, Ohio 44707
Paul Davidson, Principal
Telephone 484-8788

NORTH INDUSTRY
ELEMENTARY SCHOOL
4805 Wiseland Avenue, S. E.
Canton, Ohio 44707
Paul Neise, Principal
Telephone 484-8148

PRAIRIE COLLEGE
ELEMENTARY SCHOOL
8021 Prairie College Street, S. W.
Canton, Ohio 44706
Ronald Molnar, Principal
Telephone 484-1818

TRUMP ELEMENTARY SCHOOL
511 Trump Avenue, N. E.
Canton, Ohio 44720
Robert Graham, Principal
Telephone 488-2945

WACO ELEMENTARY SCHOOL
2500 Seventeenth Street, S. E.
Canton, Ohio 44720
Walter Linhart, Principal
Telephone 484-3768

SPECIAL SERVICES
8525 Sandy Avenue, S. E.
Canton, Ohio 44707
John Royer, Director
Telephone 484-5511

Mr. Leon Albert
Institutional Coordinator
Title I, Task Force
Stark Technical College
6200 Frank Avenue N W
Canton, Ohio 44720

Dear Mr. Albert:

This past year it has been a real privilege to serve on the Title I Task Force Committee as a representative of the local school counselors. I want to thank you for giving me this opportunity.

School counselors are trained to help and inform all students about information regarding financial aid and educational opportunities beyond high school. In most schools I feel counselors are doing this, but no matter how much the schools try, there is no one group that can do it all. We who work with young people in schools, clubs, churches and community organizations need to work together to try to help each student in school reach his/her full potential.

Reviewing the "Expanding Minorities In Technical Education" has been a real challenge to the members of the Task Force. Each person in this group is an expert in his/her own field. The sharing of this expertise has brought forth many challenges to each of us.

I feel the Task Force has been helpful to me in the following ways:

1. The members of the Task Force represent a wide variety of concerned people and organizations. The opportunity to meet, share and work with them opens many new channels of communication vital to the students with whom I work.
2. Through the well-planned programs basic and current information on financial aid and recruitment was made available to the Task Force members. These members could then pass this information to the groups of young people with whom they came in contact; we need reciprocity between the personnel and the recipients. Knowledge is only as good as those who make use of it.
3. I became aware of the many concerns community leaders and their desire to work to improve the opportunities of minority students in Technical Education. The impressive list of suggestions for the coming year indicate what combined efforts can do.

2. Mr. Leon Albert

4. The local schools try to inform the public about opportunities in Technical Education, but I realized that if community groups and organizations worked more closely together in their planning efforts, there would be unlimited possibilities.

Stark Technical College is to be congratulated on their superior efforts in the development of this Task Force. They have provided outstanding leadership and well-planned programs to enhance its effectiveness and are taking the leadership role in developing a model that will be copied by many more groups in the future. The ones to benefit most will be the young people of this community, state and country.

I look forward to serving on the Task Force this coming year and hope that I will be able to contribute as much as I will benefit.

Sincerely yours,

Norma Oeffinger

Norma Oeffinger, Counselor
Canton South High School

TIMKEN

THE TIMKEN COMPANY
GENERAL OFFICES
CANTON, OHIO, U.S.A. 44706
TELEPHONE (216) 453-4511

July 26, 1977

Mr. Leon Albert
Institutional Coordinator
Title I Task Force
Stark Technical College
6200 Frank Avenue, N.W.
Canton, Ohio 44720

Dear Sir:

From my observation, the major influence of the workshop sessions on my firm was the fact that Stark Technical College was instrumental in getting numerous community organizations involved in a mutual effort to make a meaningful contribution toward enhancing the livelihood of a segment of our community.

A specific area covered in the workshop sessions that my firm is very interested in is the outcome of Stark Technical College's pursuit of Cooperative Education.

My relationship with the Title I Task Force has made me very much aware of the potentials of Technical Education, and Stark Technical College in particular, hold for the minority group of this community.

I am very pleased to be a part of the Community Task Force for Expanding Minority Opportunities in Technical Education and am encouraged about the future of this community because of the committment Stark Technical College has made to make Technical Education possible for all members of our community.

Sincerely,

James Ladson

James Ladson
Systems Analyst

dh

OHIO BUREAU OF EMPLOYMENT SERVICES

JOB SERVICE OF OHIO

CANTON DISTRICT VI
4920 Spruce Hill Dr. N. W.
P.O. Box 4920
Canton, Ohio 44711

JAMES A. RHODES
Governor

ALBERT G. GILES
Administrator

July 21, 1977

Mr. Leon Alber
Institution Coordinator
Title I - Task Force
Stark Technical College
6200 Frank Rd. N. W.
Canton, Ohio 44720

Dear Sir:

Over the past twelve months' participation in the Title I Task Force Program, there has been an endless amount of valuable information gained and shared with associates of this organization.

Fortunately, this information dovetails into our counseling program. It reinforces the relationship of education to earning power. It is an asset to young and old, black and white, employed and unemployed. It offers new directions for the displaced worker, advancement opportunities to the under-employed worker, and expanded guidance to the student about to enter the job market.

On the organizational level, we have, through dialogue and the printed word, been able to support and reinforce the career guidance program offered by school counselors by furnishing the following:

- Pertinent facts on technical school curriculum offered.
- In-depth information on availability of financial aid and supportive services.
- Relationship of technical training to area job opportunities.
- Suggest training where the demand is greatest.

Our greatest need is a population thoroughly informed of the advantages of a technical education. This will require a greater penetration of the local community by the Task Force, a step to be taken in the near future.

Sincerely,

Smith R. Belknap
District Manager

Betty J. Austin

By: Betty J Austin
Labor Market Analyst

SRB:BJA:jc

DANIEL F. SCIURY
Community Service Representative

UNITED WAY
of Central
Stark County

LABOR PARTICIPATION DEPARTMENT OF
AFL-CIO COMMUNITY SERVICE ACTIVITIES
618 Second Street Northwest · Canton, Ohio 44703 · (216) 455-0378

July 18, 1977

Leon Albert
Institutional Coordinator
Title I Task Force
Stark Technical College
6200 Frank Avenue, N. W.
Canton, Ohio 44720

Dear Mr. Albert:

I would like to take this opportunity to thank you for allowing me to actively participate in your Title I project, "Community Task Force for Expanding Minority Opportunities in Technical Education."

During our training workshops, I was particularly pleased with the amount of knowledge I gained in the areas of financial aid, community education, and technical education.

Since it is the responsibility of my office to deal with the social, health, and welfare problems of approximately twenty nine thousand (29,000) union members representing eighty eight (88) affiliated local unions, with a minority population of approximately 20% of the above number; the knowledge I gained will be very beneficial to me in helping these members.

I would also like to point out that my services are not limited only to union members and that I work with the total community on a day to day basis.

It is my opinion, that as a result of this task force the community at large will gain a greater sense of awareness in the areas of technical education and also the availability of financial aid for those in need.

I am looking forward to working with you on future programs; if invited. Until then I remain - -

Sincerely,

Daniel F. Sciury

Daniel F. Sciury,
AFL-CIO Community Service Representative
United Way of Central Stark County

77

DFS/ml

The Massillon Urban League, Inc.

FOUNDED 1936

Serving a Community of Neighbors through Interracial Cooperation

PHONE (216) 833-4149 SUITE 318, MASSILLON BUILDING MASSILLON, OHIO 44646

BARBARA J. CLARKE
Project/Career Counselor

School to Industry Project

WILFRED REYNOLDS
Executive Director

July 19, 1977

Leon Albert, Institutional Coordinator
Title I Task Force
Stark Technical College
6200 Frank Avenue N.W.
Canton, Ohio 44720

Dear Mr. Albert:

Our organization has benefited greatly from the involvement with the task force in several areas. Our knowledge concerning financial assistance and its availability has been increased. We have also learned more about technical education and the programs offered under it.

It has been the goal of the Massillon Urban League to encourage as many students as possible to apply to Stark Technical College, for its our belief that they offer many fine and worthwhile programs.

We presently have a graduate of Stark Technical College working in our organization and she has done an excellent job since joining us last November.

Much success for your continued good work and we hope to be involved in Phase II of the Task Force.

Sincerely,

BJ Clarke

Barbara J. Clarke
Project Director

BJC:es

First Mennonite Church

1939 - Third Street, Southeast
CANTON, OHIO 44707

Melvin D. Leidig, pastor
(216) 453-1044 or 455-5502

A Center for Christian worship, ministry and outreach. Phil. 2:1-13

July 20, 1977

Mr. Leon Albert
Institutional Coordinator, Title I Task Force
Stark Technical College
6200 Frank Avenue, NW
Canton, Ohio 44720

Dear Mr. Albert:

I think that Phase I of the Task Force helped more people become aware of the complexities of recruiting minorities and disadvantaged in our community. Phase I was more awareness building and educational. It helped us to be aware of the need for a net-work of community contacts and structures in order to inform, communicate and expose a broader area of the community which this represents. It helped us be aware that the world of potential students need to develop a positive image of what Starck Technical College is all about and what technical education has to offer. It helped our leadership people realize more keenly that as community and educational leaders we must develop mutually those financial resources and supplemental services which these potential students may need. If they are to cope with the educational and academic processes and disciplines, they will need compensatory services and support. It also helped us be aware that on the staff and professional level that there needs to be models for minority students to relate to. We have appreciated the committment of the college to recruit minorities on various levels of the institution.

Thank you very much for your leadership and vision.

Sincerely yours,

Melvin Leidig

Melvin D. Leidig, SECO Chairman

A LOOK AT THE FUTURE

The "Community Task Force for Expanding Minority Opportunities in Technical Education" has been funded under Title I, Higher Education Act of 1965, for a second year of operation.*

The purpose of the second year will focus on the accomplishment of four specific objectives. These are:

1. Develop a Community Technical Education Recruiting model;
2. Develop a Community Financial Aid Clearinghouse for minority students;
3. Develop a Retention Program Model for Minority Students in technical education;
4. Develop a model program for the delivery of technical education opportunities to adult minorities in Stark County.

In order to achieve the desired results a program structure will be designed to include an orientation, strategy plans, group sessions, field experiences, development of program models, and an evaluation. Task Force participants will be involved in specialized ad hoc committees to direct their efforts and those of the organizations represented into socially productive channels. A document outlining the program models will be prepared and submitted to all appropriate state and local agencies and to other current Title I project directors for optimum achievement of the goal of the Title I program.

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*Fiscal year 1977-1978.

Pages 78-83 were deleted prior to the document's being submitted to the ERIC Document Reproduction Service.

STUDENTS NEED HELP MAKING CAREER PLANS AND DECISIONS

THEY WANT IT AND THEY EXPECT IT

BUT--MANY OF THEM ARE NOT GETTING IT!

* 78% of a national sample of eleventh grade students say they want help making career plans.
* Only 13% of these students think their high schools have given them "a lot" of career planning help.
* Less than 40% of the students who take the ACT Assessment are "very sure" about their planned educational major and first vocational choice.
* When asked to rank guidance services, parents identify assistance in career planning and decision making as most important. They also want information about and involvement in these processes.

The needs and expectations of students and parents present a special challenge to all engaged in the educational and career guidance of American young people--a challenge to provide experiences and information in a context which can help students make informed educational and career plans and decisions.

IT'S IMPORTANT TO GET THE RIGHT JOB FOR YOU

The most important part of getting the right job is to plan ahead. Very often the difference between happiness and misery is your job. There's a "right" job for everyone who wants to work. Life is too short to be spent doing work you don't enjoy

Almost every high school or college graduate who wants to work can get a job today. During the depression there were far more people than jobs. Today the employment market is the best it has ever been. Take advantage of this opportunity.

The important thing is not to get a job but rather to get the best job for you.

DO YOU HAVE TO CHOOSE A CAREER RELATED TO YOUR COLLEGE STUDY?

Not necessarily, but you are often at a disadvantage if you don't. You've lost valuable time by changing direction and you will have to learn your new field without the benefit of courses you could have taken earlier. Some students simply cannot make up their minds as to what they want to do until several years after graduation. This is usually costly and frustrating and to be avoided. However, should you find that the field of work for which you have studied is not what you enjoy doing, don't be afraid to change. The sooner you do this the better, if you decide upon a change.

Women, Minority Trends In Health Areas Studied

The trends of interest by freshmen women and minorities in nursing and allied health professions are analyzed in a report prepared by the American Council on Education's Policy Analysis Service. Nursing was the most popular of the professions, attracting 54.7 percent of the total group of health career aspirants in 1974. It was followed in popularity by the fields of health technology, therapy, and dietetics. Over the eight years covered by the study (1966-74), nursing as a freshman career choice grew nearly twice as much as did careers in the allied health professions.

Nursing and allied health professions were typically feminine career choices, in contrast to the health professions. Dietetics, the most female-dominated field, became even more so over the eight years, as did health technology, a field that tended to be less "sex-typed". The proportion of men planning to become nurses rose from 1.9 percent in 1966 to three percent in 1974, while the sex distribution for therapy remained constant at 84 percent women, 16 percent men.

Blacks were consistently better represented among aspiring nurse and allied health professionals than among the total freshman class, with nursing attracting the largest proportion and dietetics the smallest. Aspiring dietitians and therapists came from the most affluent and well-educated backgrounds and aspiring health technicians and nurses came from backgrounds lower than that of the average freshman.

The report, Women and Minorities in Health Fields: A Trend Analysis of College Freshmen, was prepared by Engin Inel Holmstrom, Paula R. Knepper and Laura Kent under a contract with HEW's Bureau of Health Manpower which is to publish a summary of the findings.

Educational Plans Exercise

In the list below, place a check mark by the programs with which you are unfamiliar. Ask your counselor or librarian for information about these programs.

_____ Apprenticeship

_____ On-the-job training

_____ Military training

_____ Business, trade, and technical schools

_____ Community, junior, and technical colleges

_____ Four-year colleges and universities

_____ Graduate and professional schools

_____ Adult Education

_____ Correspondence study

HOW IMPORTANT IS A COLLEGE EDUCATION IN CAREER PLANNING?

The better job you do in planning your college education the better your chances of success in career planning. Students who tend to go into specialized fields such as accounting, medicine, law, engineering, mathematics, and education have an easier time focusing on their specific career. Since Liberal Arts give a more general educational foundation, the student sometimes has more difficulty choosing his specific career area.

If you have difficulty in defining your career goals a Liberal Arts curriculum will give you a broader base than many other curricula and permit you more time before finally committing yourself to a chosen field. The one pitfall here is that too often Liberal Arts majors procrastinate too long before making career plans. Sometimes they end up with a degree and no plan for their career.

Several surveys have shown that successful business and industry executives come from all educational backgrounds with no particular discipline outweighing all the rest.

Pages 89-90 were deleted prior to the document's being submitted to the ERIC Document Reproduction Service.

APPENDIX

COMPUTER SEARCH

THE TITLE I Project Director, James Ladson, authorized Task Force participants Art Moyer and Alan Steffen to initiate a computer search of the Eric computer data base which is an information clearinghouse for Junior Colleges.

Ms. Nancy Knight, Bierce Library @ The University of Akron, put together a research design to access the computer data bank in areas related to the Title I project using the Eric thesaurus of common terms.

Ms. Knight began by asking how many listings it had under

public opinion, or
community action, or
black community, or
community attitudes, or
citizen participation, or
school community relationship, or
community cooperation, or
community influence, or
community role, or
community involvement, or
community responsibility, or
community support, or
neighborhood.

The computer indicated that it had 8,148 articles that included one of these terms in its abstract. The computer then gave a numerical response of 11,686

articles for a second group of terms:

minority groups, or
majority attitudes, or
minority role, or
negro role, or
negro education, or
negroes, or
negro students, or
negro employment, or
womens education, or
females.

A third group of terms were then searched.

cooperative education, or
technical education, or
technical institutes, or
vocational education, or
technical occupations, or
adult education.

There were 14,163 listings for this group. The computer was instructed to match articles for Group IV that had one term from each of the three groups; there were 29 listings that had at least one term from each of the three groups.

After each group was checked, the computer was instructed to print off-line all citations from

Group IV	29
Group VII	2
Group IX	2
Group XII	3
Group XIII	7
Group XIX	78
TOTAL	121

The bibliography supplied will be used as a resource for Phase II of the Title I project. The Learning Resource Center - Stark Branch - will be able to supply a microfiche copy upon request through the inter-library loan program of The University of Akron and/or Kent State University.

Group I (8,148)

public opinion, or
community action, or
black community, or
community attitudes, or
citizen participation, or
school community relationship,or
community cooperation, or
community influence, or
community role, or
community involvement, or
community responsibility, or
community support, or
neighborhood

Group II (11,686)

minority groups, or
majority attitudes, or
minority role, or
negro role, or
negro education, or
negroes, or
negro students, or
negro employment, or
womens education, or
females

Group III (14,163)

cooperative education, or
technical education, or
technical institutes, or
vocational education, or
technical occupations, or
adult education

Group V (1,421)

clearinghouses, or
facilities, or
resource centers

Group VI (4,800)

educational opportunities, or
employment opportunities, or
career opportunities

Group VIII (3,042)

skill centers, or
learning laboratories, or

skill development, or
qualifications, or
skills, or
community information services

Group X (1,640)

retraining or training

Group XI (1,285)

retirement, or
older adults, or
senior citizens

Group XIII (18,990)

curriculum, or
curriculum design, or
curriculum development, or
curriculum planning, or
curriculum research

Group XIV (153)

minority group teachers, or
negro teachers

Group XV (1,057)

school holding power, or
dropouts

Group XVI (5,685)

6 or job placement

Group XVII (25,465)

13, or 14, or 15, or 16, or 17

A COLLEGE DAY FOR STUDENTS AT STARK TECHNICAL COLLEGE:

A PROPOSAL

In conjunction with the mission of the "Community Task Force for Expanding Minority Opportunities in Technical Education," Stark Technical College, in cooperation with Title I Task Force representatives, seeks funds to implement a pilot recruitment and orientation program for minority students. This pilot program, "College Day for Students at Stark Tech," was designed by Title I Task Force representatives to provide minority students in junior and senior high school with the opportunity to learn about technical career options available to them through Ohio's system of technical colleges.

The program will consist of small groups of students, ten to twenty in a group, who will go on a tour of the Stark Technical College campus; they will participate in orientation strategies which will consist of simulation activities in the business and engineering technologies. Experiments and demonstrations will be conducted in the laboratory facilities of Stark Tech to give students a direct experience with technology. In the business technologies simulation strategies will be developed for accounting, computer programming, banking, and business careers. The engineering simulation will be in industrial, mechanical and electro-electronic technologies. There will also be a special technological simulation in fire science.

Stark Technical College's faculty and students will be utilized as guides and resource personnel throughout the entire program. Lunch will be provided at the college for participating students. At the lunch break students will be acquainted with financial aid procedures and resources via a question and answer format.

THE NEED

As a result of a preliminary evaluation session held by the Title I Task Force on March 25, 1977, this program was developed by the Title I project staff as a result of Task Force recommendations. It was the concensus of community leaders and college personnel that minority students were not receiving information on technical education which could be used as input in the career planning process.

TYPICAL PROGRAM

9:00 a.m. - students leave for the college (transportation provided by the college when necessary)

9:30 a.m. - arrive and orientation
welcome to the campus by designated college representatives

pass out student kits with agenda, map of campus, and general material related to Stark Technical College

tour of the campus facilities by Stark Tech students and faculty

10:30 a.m. - engineering or business simulation

Note: The engineering simulations will be in three modules of one-half hour each in civil, mechanical, and electrical/electronics simulations. Likewise, the students that are in the business simulation will select three of the five options available to explore during that hour and a half. All students will be involved in both the engineering and business simulations. One session will take place in the morning, and the other in the afternoon.

12:00 - 1:00 p.m. - Lunch and rap session with counselors concerning admission procedures, financial aid, and student life on campus.

1:00 - 2:00 p.m. - Afternoon simulation: the business simulation consists of Computer Programming, Banking, Accounting and the Secretarial Technology. Also an exposure to the Fire Science Technology will be an available option.

3:00 p.m. - Both groups reconvene for a general wrap-up session. Questions, answers, and snack.

3:30 p.m. - Student leave college.

OBJECTIVES

The objectives of this pilot project are:

1. To expose small groups of minority students from Stark County to career opportunities from technical education.
2. To provide students with simulated experience in the fields of business and engineering technologies via simulation techniques in six or seven specific technologies.
3. To develop an effective recruitment technique for minority students (N.B. this recruiting technique would also be applicable for all students on the secondary level).
4. To implement two orientation sessions for approximately 250 students.
5. To stimulate the intellectual curiosity of students in technical careers.
6. To motivate students to pursue mathematics and science programs during the course of their secondary schooling to prepare for career opportunities from technical education.
7. To expose students to successful Stark Tech alumni in their respective technologies.

Tentative implementation date - Summer 1978

RESOURCE INFORMATION

* 1. Basic Educational Opportunity Grant Program Application

* 2. Career Opportunities for Women in Technical Education

* 3. Career Opportunities in Computer Programming Technology

* 4. Career Opportunities in Engineering Modeling Technology

5. Concepts of Lifelong Learning

* 6. Did you say you can't find technically trained employees: Look Again! Stark Technical College graduates are your greatest resource.

7. Going Right On, Information and advice for minority students who want to continue their education after high school, by Carl E. Drummond. Copies of this booklet available from College Board Publication Orders, Box 2815, Princeton, NJ 08540

8. High School Counseling for Technical Education, Dr. Michael Scarpitto, Technical Education Reporter, May - June 1974.

* 9. The Mechanical Engineering Technology Program

*10. Meeting College Costs, A Guide for Parents and Students

*11. Ohio Instructional Grant Application

*12. Parents' Confidential Statement Booklet

*13. List of Stark County Participating Lending Institutions for Student Loans

14. The Popularity of Technical Education in the Southeastern U.S., Robert Weisman, Technical Education Reporter, May - June 1974.

*15. Presenting Stark Technical College

*16. Selected list of Postsecondary Education Opportunities for Minorities and Women, U.S. Department of Health, Education, and Welfare; Joseph A. Califono, Jr., Secretary, Office of Education; William F. Pierce, Acting Commissioner; January, 1977.

*17. Student Financial Aid - Stark Technical College

*18. Student's Financial Statement

*19. Things You Should Know About Stark Technical College

*20. Technical Education - Offerings of 2 year campuses: 1975-77, The Ohio Guide to Programs and Training, The Ohio Board of Regents

21. Memorandum of Understanding on Technical and Vocational Education between The Ohio Board of Regents and The Ohio Department of Education

*22. Veterans are very special people at Stark Technical College

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*Available at Office of Student Services at Stark Technical College

UNIVERSITY OF CALIF.
LOS ANGELES
MAR 9 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES